

## WAITAKERE COLLEGE ANNUAL PLAN FOR 2012

### The future for Waitakere College

**We aim to become the school of choice for students and teachers within and beyond our zone. We will be known as a school which offers challenging, innovative and future-focused programmes to raise the levels of achievement for a diverse student population. Our graduates will be recognised as thinkers, contributors and participants in the local, national and global community. Our teachers will be recognised as highly effective practitioners who have the commitment and skills to make a difference for our students.**

The vision is expressed in the three strands of the school logo, as well as the names of the three houses, Aroha (love), Manawanui (perseverance) and Matauranga (knowledge).

These strands weave together to illustrate what our school aims to achieve for our young people during their time at Waitakere College, so that they leave as successful graduates fully prepared for the next phase of their lives.

### Achievement For All

This vision is reflected in the school motto: Achievement For All. For this to occur, we need teachers with the skills and passion to personalise the learning so that each student is able to achieve to their full potential. We aim to maintain the Waitakere Way – with a focus on learning in a caring and respectful environment as the vital pre-condition for the vision to become a reality.

### Strategic Goals 2011-2013

**The Board of Trustees has reviewed the strategic goals for 2011-13 in consultation with staff, students and parents/ whanau. This process has renewed our commitment to making the vision a reality. Our annual plan each year aims to move us closer to the goals, with a focus on those areas where we need to make the greatest difference. This is closely linked with implementing the New Zealand Curriculum.**

Developing confident connected actively involved lifelong learners	New Zealand Curriculum links	Strategic goals	The Waitakere Way: Learning Caring Respect
	<i>High expectations</i> <i>Using language, symbols &amp; texts</i> <i>Learning to learn</i> <i>Excellence</i> <i>Thinking</i> <i>Treaty of Waitangi</i> <i>Community engagement</i> <i>Inclusion</i>	<b>1. Raising academic achievement for all students through differentiated learning.</b> a) To improve the levels of literacy and numeracy of students from the beginning of Year 9 to the end of Year 10. b) To increase the levels of achievement in NCEA. c) To enhance provisions for gifted and talented students. d) To promote the achievement of Maori students. e) To promote the achievement of Pasifika students. f) To continue to support refugee students' successful integration into Waitakere College and into New Zealand.	
	<i>Actively involved</i> <i>Excellence</i> <i>Learning to learn</i> <i>Integrity</i> <i>Community engagement</i>	<b>2. Improving attendance</b> ➤ To improve levels of attendance as a vital prerequisite for raising student achievement.	
	<i>Effective pedagogy</i> <i>Teaching as inquiry</i> <i>Treaty of Waitangi</i> <i>Thinking</i> <i>Learning to learn</i> <i>Encouraging reflective thought and action</i> <i>Coherence</i> <i>Key competencies</i>	<b>3. Enhancing teaching</b> <b>Building staff capacity to enhance lifelong learning and implement the key competencies.</b> a) To support all teachers to achieve the standards set in the Waitakere College effective teacher profile. b) To continue the important support provided by the Te Kotahitanga project in working towards these goals. c) To consolidate and further develop the explicit teaching of thinking and learning skills throughout the school. d) To continue review of all curriculum areas to that schemes, programmes and units of work enable us to implement the NZ curriculum and NCEA Standards Review. e) To build staff capacity to use emerging technologies to support 21 <sup>st</sup> century learning goals.	
	<i>Community engagement</i> <i>Treaty of Waitangi</i>	<b>4. Connecting with community in order to enhance achievement</b> a) To enhance dialogue with parents and whanau focused on student achievement. b) To develop closer relationships with contributing schools in order to create a successful transition into Year 9. c) To maintain and enhance links with industry and tertiary providers in order to provide successful future pathways for students.	

**PRIORITY 1  
RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING.**

a) *To improve the levels of literacy and numeracy of students from the beginning of Year 9 to the end of Year 10.*

Targets 2012	Tasks 2012	Person Responsible
<p>These targets are essential prerequisites to ensure our students attain the key competency of understanding language, symbols and texts. Students with good levels of literacy and numeracy gain confidence and the ability to make connections as learners.</p> <p>a) The school-wide goal at <b>Year 9</b> is to achieve an average improvement of <b>at least two sub-levels in one year</b> in the AsTTle testing in reading, writing and number.</p> <p>b) The <b>Waitakere College targets for 2012</b> are to raise the Yr 10 means to at or above the following:            Reading - 5B (2011 Yr 9 end of yr mean 4P)            Writing - 4P /4A (2011Yr 9 end of yr mean 4B)            Numeracy - 4A/5B (2011 Yr 9 end of yr mean 4B)</p> <p>Note: Different writing types are chosen each year – hence the progress between pre- and post test within the year is more relevant than comparison with the results of the previous year with a different writing type.</p> <p>c) In order to achieve this goal for all students, we aim to narrow and eventually close the gaps between Maori, Pasifika and NZ European.</p>	<p>1. The school continues to build on the work of the Achieving at Waitakere project (2004-2009) and the Secondary Numeracy project (2005-6).</p> <p><b>Reading and Number</b></p> <p>2. Data gathering for reading and number occurs as follows:            ➤ Asttle testing in reading and number for all Year 9 students as well as catch-up testing for new Year 10 students.( by mid term 1)            ➤ end of term 3 AsTTle testing for years 9 &amp; 10</p> <p>3. Teachers are supported through the Roopu Akonga in the weekly professional development cycle to analyse AsTTle data, select strategies to address specific learning needs and set goals for target Yr 9 &amp; 10 students.</p> <p>4. Additional Reading classes provide targeted support for students with low levels of literacy.</p> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>E-AsTTle Algebra test data from late in Year 9 and Year 10 will be analysed as an additional indicator of progress towards readiness for NCEA Mathematics.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Year 9 &amp; 10 English teachers are supported at each level to administer an AsTTle writing test, develop a follow-up teaching unit and follow up with a post test.</li> </ul> <p><b>Meeting the needs of Maori and Pasifika students</b></p> <ul style="list-style-type: none"> <li>Post test data is analysed to identify the extent to which the gap between Pasifika, Maori and NZ European has been closed and to establish which groups need special attention within each cohort.</li> <li>Teachers are assisted to identify and use culturally responsive approaches to teaching as part of the professional learning programme.</li> </ul>	<p>Sa, By, Co English Dept Maths Dept</p> <p>Sa, By, Co, Cv, PLT</p> <p>By</p> <p>Co, Ak</p> <p>Sy, Fh, Cm, Y 9-10Engtchrs</p> <p>By, Co, Sa</p> <p>Sa, Cv, Vn, Cm, PLT</p>

**IMPROVED LITERACY AND NUMERACY**

**PRIORITY 1**

**RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING.**

*b) To increase the levels of achievement in NCEA.*

Waitakere College goals for 2012 are listed below:

**Year 11 Literacy & Numeracy**

The percentage of Year 11 students to achieve the Level 1 literacy and numeracy criteria is at least 90% for:

- All students
- Maori students
- Pasifika students

*Note: 2012 is the second year of changed pathways for L1 Lit & Num (NCEA Standards Review). Transitional unit standards which helped towards this goal in 2011 are no longer available, so the numeracy goal becomes more challenging.*

**NCEA Level 1, 2 & 3; University Entrance**

The percentage of students gaining NCEA L1, L2, L3 & University Entrance is at or above the Decile 3 average for:

- All students
- Maori students
- Pasifika students

**Percentage of grades**

The percentage of grades for achieved, merit, excellence at Levels 1, 2 and 3 is at or above the Decile 3 average for:

- All students
- Maori students
- Pasifika students

**Leaving qualifications**

All students will have at least NCEA level 1 as a leaving qualification; but the major focus will be on increasing the percentages leaving with at least NCEA Level 2.

At least Level 2

The 2011-12 targets for leavers with at least Level 2 are:

- All students – 60% by end of 2012
- Maori – 45% by end of 2012 (Ka Hikitia 55%)
- Pasifika – 60% by end of 2012 (PEP 75%)

University Entrance

The 2011-12 targets for leavers with UE are:

- All students – 25% by end of 2012
- Maori – 10% (Ka Hikitia 30% by end of 2012)
- Pasifika – 25% (PEP 30% by end of 2012)

From early Term 1

- 2011 results will be analysed and plans made for further work towards these targets.
- NCEA result analysis and NCEA targets will be fed back to staff for reflection and future planning.
- All Departments will have reviewed the new Level 1 programmes and planned for implementing the new Level 2 standards; in particular the Mathematics and Science Departments will have adjusted programmes so that less able students have worthwhile pathways in these subjects despite the loss of the former unit standards.
- The term by term Home group based goal-setting and credit counting process will be in place for all senior students, with staff given training on relevant issues to focus on.
- The Homework Centre (3.05 Hive) will operate every week with a range of teachers including English, Maths Science, ICT and other subjects.
- Year 11, 12 and 13 students will have their progress monitored and receive individual mentoring through the school's Monitoring & Mentoring programme.
- The progress of Maori and Pasifika students will be tracked and they will receive focused academic counselling within the Monitoring and Mentoring programme).
- Home group teachers will be given professional development and time slots set aside for them to give more focused mentoring in small groups, using what has been learned during 2010-11.
- Parent/student/teacher conferences will be held in term 2 and aiming to raise achievement through improved understanding and collaboration.
- Opportunities to make Maori and Pasifika whanau and aiga feel welcome will be created within a range of school events, with a focus on ways to support students' academic achievement.
- Teachers will be assisted to identify and use culturally responsive approaches to teaching as part of the professional learning programme.

Sa, Ct

Ct, Curriculum Leaders

Ct, H Gptchrs

Th

Ct

Ct

Ct, Sa, Kti Maori, KtiPasifika  
Sa, Vn, Cm, Cv, PLT

**PRIORITY 1  
RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING.**

**c) To enhance the provisions for gifted and talented students**

This builds on work done since 2007 in establishing the Shine programme for Gifted and Talented students.

The focus for 2012 will be:

**Challenge for enrichment classes**

- a) Consolidating a genuinely challenging learning environment for the expanded number of 9A, 9S and 10A, 10S enrichment classes.
- b) Exploring the use of e-learning in collaborative contexts to enhance the development of higher order thinking skills.
- c) Ensuring that gifted and talented Maori and Pasifika students are identified and encouraged to succeed within the Shine programme.
- d) Facilitating acceleration where appropriate for individuals on a case by case basis.

**Expanding staff understanding and skills**

- e) Developing staff understanding of differentiation and extension strategies as well as E-learning.

Note: This is also connected with the Explicit teaching of Thinking Skills

**Contributing school links**

- f) Enhancing links with contributing schools by offering enrichment opportunities for their students.

**Transition into senior school**

- g) Ongoing mentoring to ensure motivation remains high as enrichment students' transition into the senior school.

**Acknowledging gifts and talents**

- h) Existing provisions for identifying, developing and acknowledging gifts and talents in sports, arts, culture and service as well as in academic areas will continue and be enhanced.

During 2012

- The Gifted & Talented Students Co-ordinator will lead the teachers of 9A, 9S & 10A through meetings in consolidating the Shine programme including the direct teaching of thinking skills, challenging cross-curricular units of work and authentic tasks.
- Shine teachers will be supported to explore effective uses of e-learning to enhance higher order thinking skills through the use of tablets.
- Culturally responsive approaches to identifying and developing the gifts and talents of Maori and Pasifika students will be explored in order to ensure their successful retention within the programme.
- The Professional Learning programme will include an ongoing focus on the explicit teaching of higher order thinking skills and e-learning strategies as well as cultural responsiveness and differentiation strategies.
- Exploration of authentic tasks and cross-curricular inquiry learning approaches will continue.
- Enrichment activities will be included in the planned programme of contacts with contributing schools.
- The Year 11 Shine home group will be extended into Year 12, with ongoing mentoring focused on aiming for excellence.
- Previous Shine enrichment students still have access to the G&T Coordinator; teachers are expected to use Blooms' taxonomy and explicitly outline how to go about achieving merits and excellences; individuals may study at a higher level where appropriate.
- Explicit focus on raising or maintaining excellence and merit achievements at all levels to better than decile; support for scholarship candidates.
- Sportfit data shows higher levels of participation in sport.
- Current wide range of artistic and cultural activities continues with high levels of participation.
- Opportunities for students to become involved in service continue with high levels of participation.
- Prefects take part in the AUT Prefects that Peak programme.
- Opportunities for students to participate in competitions, leadership events and other challenges.
- Individual achievement in all areas of giftedness is acknowledged via assemblies, publications and awards.

Wk,Wv, Shine tchrs

Cv, Sa, PLT

Cv, PLT, Wk, Wv, Shine tchrs

Sa, Ct

Wk, Wv, Mk, all staff

Wk, Mk, Hw

Sm, Sa, Ct, PLT, Shine tchrs

Sports Coord  
Sa, many staff  
Many staff  
Bd, AUT  
Wk, Wv, Shine tchrs, Exec  
Sm, Exec,  
Wk,Wv

<b>PRIORITY 1  RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING.  d) to promote the achievement of Maori students</b>		
<p><b>Enhancing teaching</b></p> <p>a) Continue to implement the Te Kotahitanga programme focused on improving classroom practice in order to raise the achievement of Maori students(See Priority 5)</p> <p>b) Continue to develop a rich culture of best practice pedagogy through the professional learning programme.</p> <p>c) Focus on the Ka Hikitia targets and the school's strategic goals in order to foreground the need to raise Maori achievement.</p> <p><b>Evidence based practice</b></p> <p>d) Continue to gather, analyse and reflect on data about the presence, engagement and achievement of Maori students.</p> <p>e) Outcomes for Maori students will demonstrate an increase in student engagement along with improved levels of achievement, as well as improved attendance and retention and a reduction in stand-downs and suspensions for Maori students. Specific targets for Maori achievement will be guided by the national targets set out in the Ministry of Education's Ka Hikitia document.</p> <p><b>2012 Targets for Maori</b></p> <p>f) <i>Attendance: at least 90%</i></p> <p>g) <i>Retention: improved at all levels ; at least 50% to Yr 13 in 2012</i></p> <p>h) <i>Achievement;</i>  <i>AsTTle:</i>  <i>Yr 9: plus at least 2 sub-levels, closing gap with NZ European</i>  <i>Yr 10: Reading 4A/5B (Yr 4B) Number 4A/5B (Yr 9 4B) Writing 4P/4A (Yr 9 3A )</i>  <b>NCEA</b>  <i>L1 Literacy &amp; Numeracy 90%</i>  <i>L1,2,3, UE At least Decile 3 mean (Maori)</i>  <i>Increasing % of Maori attaining Merit and excellence endorsements at L1,2,3</i>  <b>School leavers</b>  <i>L2 45% by end of 2012 (Ka Hikitia 55%)</i>  <i>UE 10% by end of 2012 (Ka Hikitia 30%)</i></p> <p><b>Target groups of Maori students</b></p> <p>i) Continue to identify target groups of Maori students for mentoring in order to improve literacy levels and NCEA outcomes.</p> <p><b>Recognition through whanau, te reo and tikanga</b></p> <p>j) The newly reviewed Waipuna o te Matauranga homegroups will provide an opportunity for Maori students to achieve success in a Maori context and act as a wellspring of success for all Maori students.</p> <p>k) Opportunities will be taken to make Te Reo me ona tikanga part of the way the school operates.</p> <p>l) Offering success as Maori through Field Maori Performing Arts Unit Standards.</p> <p><b>Building links with whanau</b></p> <p>m) The school will continue to explore new ways of building a partnership with Maori students' families, including consultation on the planned whare ako.</p> <p>n) Maori student achievement will be publicly celebrated.</p> <p>o) The Board is committed to ensuring Maori participation on the Board of Trustees.</p>	<ul style="list-style-type: none"> <li>• The Board will allocate funds to continue the Te Kotahitanga facilitator staffing and programme of professional development.</li> <li>• The revised ETP profile, which has been aligned with the Registered Teacher Criteria (RTC), will continue to inform the professional learning cycle and underpin the performance review process.</li> <li>• The following data about Maori students will be gathered and analysed by the school: AsTTle Reading, Writing, Number, Algebra, NCEA data, attendance and retention data, stand-downs, suspensions and exclusions.</li> <li>• Data gathered will be reflected on within the school and measured against the national goals set out in Ka Hikitia as we evaluate the impact of our actions and make plans for the future.</li> <li>• Year 9 Maori students reading below the national mean will receive tailored support in literacy, through an additional Board funded reading programme for students.</li> <li>• The progress of Year 11, 12 and 13 Maori students will be tracked and they will receive focused academic counselling.</li> <li>• New processes for recruitment into Waipuna home groups, processes within homegroups and relationships with whanau will be in place from the beginning of 2012, including a Waipuna live-in in mid-February.</li> <li>• Te Reo Maori will continue to be offered and opportunities taken to make Tikanga Maori part of the school's processes will be taken e.g. powhiri, karakia where appropriate, signage, support of kapa haka; culturally responsive teaching practices.</li> <li>• The Te Reo teacher will be supported to implement Field Maori Performing Arts unit standards with kapa haka.</li> <li>• In consultation with Komiti Maori, opportunities to make whanau feel welcome will be created within a range of school events such as Year 9 welcome BBQ; family:school conferences; hangi as part of parent meetings.</li> <li>• A celebration of Maori student achievement will be held later in the year.</li> <li>• Report annually on ethnic composition of Board in relation to ethnic make-up of student population; seek ways to encourage Maori participation in Board elections.</li> </ul>	<p>Sm, Vn, Cm, Sa, Te K staff &amp; support team Sm, Sa, PLT, Performance reviewers</p> <p>Sa, By, Co, Ct, Pl, Bd, Sm, Komiti Maori, staff</p> <p>By, Ft</p> <p>Ct, H Gp tchrs</p> <p>Sm,Sa, Ct, Sn, Waipuna staff</p> <p>Sn, Exec</p> <p>Sa, Ct</p> <p>Exec</p> <p>BOT</p>

<p><b>PRIORITY 1</b>  <b>RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING.</b>  <b>e) To promote the achievement of Pasifika students</b></p>		
<p><b>Enhancing teaching</b></p> <p>a) Implement the Waitakere College Effective Teacher profile as above in order to develop a culture of best practice including differentiated learning. This is intended to enable teachers to better meet the needs of all students including Pasifika students.</p> <p>b) Continue to develop a rich culture of best practice pedagogy through the professional learning programme.</p> <p>c) Focus on the Pasifika Education Plan targets and the school's strategic goals with a view to raising Pasifika achievement.</p> <p><b>Evidence based practice</b></p> <p>d) Gather, analyse and reflect on data about Pasifika student achievement as above.</p> <p>e) Outcomes for Pasifika students will demonstrate an increase in student engagement along with improved levels of achievement, as well as improved attendance and retention and a reduction in stand-downs and suspensions for Pasifika students. Specific targets for Pasifika achievement will be guided by the national targets set out in the Ministry of Education's Pasifika Education Plan.  <i>Note: Pasifika attendance and retention is generally good so no need for special targets.</i></p> <p><b>2012 Targets for Pasifika</b></p> <p>f) <i>Achievement</i>  <u>AsTTle:</u>  Yr 9: plus at least 2 sub-levels, closing the gap with NZ European.  Yr 10: Reading 4A/5B (Yr 4B) Number 4A/5B (Yr 3A) Writing 4P/4A (Yr 9 4B)  <u>NCEA</u>  L1 Literacy &amp; Numeracy 90%  L1,2,3, UE At least Decile 3 mean (Pasifika)  Merit &amp; excellence; increasing % of Pasifika attaining Merit and excellence endorsements at L1,2,3  <u>School leavers</u>  L2 60% by 2012 (PEP 75%)  UE 25% by 2012 (PEP 30%)</p> <p><b>Target groups of Pasifika students</b></p> <p>g) Continue to identify target groups of Pasifika students for mentoring in order to improve NCEA outcomes.</p> <p><b>Recognition of Pasifika cultures</b></p> <p>h) The Samoan language will be offered and opportunities taken to encourage recognition of Pasifika cultures</p> <p><b>Building links with aiga</b></p> <p>i) The school will continue to explore new ways of building a partnership with Pasifika students' families.</p> <p>j) Pasifika student achievement will be publicly celebrated.</p> <p>k) The Board will continue to encourage Pasifika participation on the Board of Trustees.</p>	<ul style="list-style-type: none"> <li>The revised ETP profile, which has been aligned with the Registered Teacher Criteria (RTC) will continue to inform the professional learning cycle and underpin the performance review process.</li> </ul> <p>The following data about Pasifika students will be gathered and analysed by the school: AsTTle Reading, writing and numeracy, NCEA data, attendance and retention data, stand-downs, suspensions and exclusions.</p> <ul style="list-style-type: none"> <li>Data gathered will be reflected on within the school and measured against the national goals set out in the Pasifika Education Plan (PEP) as we evaluate the impact of our actions and make plans for the future.</li> </ul> <ul style="list-style-type: none"> <li>Year 9 Pasifika students reading below the national mean will receive tailored support in literacy, through detailed data analysis, peer tutoring and a reading programme for students.</li> <li>The progress of Year 11, 12 and 13 Pasifika students will be tracked and they will receive academic counselling as part of the Monitoring and Mentoring programme.</li> <li>Samoan will continue to be offered as a subject and opportunities taken to include Pasifika cultures (e.g. support of Pasifika culture groups for Polyfest, Pasifika food during Arts and Culture week)</li> <li>In consultation with Komiti Pasifika, opportunities to make aiga feel welcome will be created within a range of school events such as Year 9 welcome BBQ; parent-student-teacher conferences.</li> <li>A celebration of Pasifika student achievement will be held later in the year.</li> <li>Report annually on ethnic composition of Board in relation to ethnic make-up of student population; seek ways to encourage Pasifika participation in Board elections.</li> </ul>	<p>Sm, Sa, Performance reviewers</p> <p>Sa, By, Co, Ct, PI, Bd</p> <p>Sm, Exec, Komiti Pasifika staff</p> <p>Sa, By, Ft</p> <p>Ct, Sa, Kti Pasifika Sm, Ct, Sa, Ta, Kti Pasifika</p> <p>Sa, Ct, Komiti Pasifika</p> <p>BOT</p>

**PRIORITY 1  
RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING.**

**a) To continue to support refugee students' successful integration into Waitakere College and New Zealand.**

The programme of support for refugee students will continue under the guidance of the Refugee Coordinator.

The outcomes expected for refugee students are:

- a) Improved enrolment and orientation procedures
- b) Improved liaison with families
- c) Better identification of students' needs, programme placement and monitoring of progress
- d) Positive academic progress
- e) Improved long term prospects
- f) Greater mutual understanding and support within the school.

- All new refugee students will be identified and interviewed in order to establish a clear understanding of their needs so that an IEP can be prepared for each
- Each new refugee student will be linked with a trained kiwi buddy on arrival to provide peer support and friendship. The kiwi buddy scheme provides support for refugees as well as other new students from overseas.
- The weekly homework centre staffed by English, Maths Science and ICT teachers will operate from early in term 1.
- The professional learning programme will include a focus on culturally responsive teaching.
- Refugee students and their families will be given individual information about opportunities for help with homework and study
- A series of school visits will be arranged to give refugee families a chance to meet key staff and find out about how the school can support their children's education
- refugee students will be targeted by the Careers Department for particular assistance
- the progress of refugee students will be monitored and reported to the Refugee Coordinator.

Reports will be prepared for the Ministry of Education in July and December as required.

Th  
Th, Sa  
Th, Sa, tchrs  
Cv, PLT  
Th  
Sa, Th  
Sa, Th, Careers  
Th, Sa

<p><b>PRIORITY 2</b>  <b>IMPROVING ATTENDANCE</b>  <i>To improve levels of attendance as a vital prerequisite for raising levels of achievement</i></p>		
<p><b>Targets for improving attendance</b></p> <p>a) To improve overall attendance levels while also targeting 'hard core' non-attenders. The general daily attendance rate will be at least 90% of the total student population. Specific efforts will be made to raise the attendance rate for all students and specifically Maori to at least 90% in 2012 and to maintain that level thereafter.</p> <p>b) To continue to meet the MOE audit standards and thereby maintain approval of the use of the electronic form of attendance recording in the Student Management System.</p> <p>c) To continue to use an Early Notification System (ENS) to build stronger links between caregivers and school in addressing attendance issues; targeting of 'at risk' students and improving the accuracy and frequency of caregiver contact.</p> <p><b>Consolidating pastoral structure</b></p> <p>d) The horizontal home groups established in 2010 will be supported to fulfil the intention of a carefully targeted approach to Pastoral Care.</p> <p>e) The Pastoral Care Team will undertake an annual programme of professional learning and strategic planning to ensure clarity of purpose and processes in their vital role of supporting teachers and students</p> <p>f) The emphasis in 2012 will be on the critical role of the Home Group teacher as the 'first provider' of Pastoral Care; especially in regard to monitoring of attendance, goal setting and academic performance.</p> <p>g) Professional Development time will be given to enhancing teacher skills in this area.</p> <p><b>Processes for monitoring attendance</b></p> <p>h) A plan will be in place from Day 1 to ensure close monitoring of attendance, early identification of poor attendance patterns and early intervention during Term 1 in order to establish good attendance habits as an essential part of self management.</p> <p>i) Attendance will be closely monitored by subject teachers and individual absences followed up on a daily basis by Home Group teachers and Youth Workers, supported by Deans and House Leaders, as well as external agencies.</p> <p>j) The attendance of previously high-level absentees especially those not promoted or provisionally promoted, will be monitored carefully and regularly with early notification and intervention.</p> <p><b>Performance review</b></p> <p>k) The performance review system will monitor teachers' effectiveness in carrying out their roles as primary providers of high levels of Pastoral Care; particularly as Home Group teachers, but also as Subject Teachers; in both roles meeting the expectations of providing accurate and timely data in the attendance system and actively monitoring attendance and academic performance.</p>	<p><u>Self-review against the targets</u></p> <ul style="list-style-type: none"> <li>Attendance data will be collated each term and reported back to staff with a view to targeting and remedying problems.</li> <li>The BOT will receive a report for each term covering the daily attendance rate and a breakdown by year level, ethnicity and gender in order to evaluate progress towards targets.</li> </ul> <p><u>In-school monitoring</u></p> <p>Recording:</p> <ul style="list-style-type: none"> <li>Improve data entry to 100% Period 1 plus 100% daily subject rolls.</li> <li>Improved clearance of 'unsubmitted rolls' within a 'weekly deadline'</li> <li>Regular (weekly) updating of attendance records by Home Group teachers.</li> </ul> <p>Early response:</p> <ul style="list-style-type: none"> <li>Improve early parent/caregiver contact – on first day of absence wherever possible.</li> <li>Early notification and referral of concerns to school-based contact people and external agencies</li> <li>ENS system utilised for targeted groups of 'at risk' students and contact details updated</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>Weekly completion of H Gp attendance summaries by H Gp teachers ; Tuesday House mtgs focus for return of detail and identifying target students.</li> <li>Identifying patterns of concern by checking and reporting patterned absence.</li> <li>Home group awareness via graphs of their performance with a 'competition' element</li> </ul> <p>Check points</p> <ul style="list-style-type: none"> <li>Providing data based summaries on regular basis as adjunct to H Gp monitoring.</li> <li>Notifying parents of concerns at early and regular checkpoints.</li> </ul> <p><u>Role of Pastoral Care Team (PCT)</u></p> <ul style="list-style-type: none"> <li>The PCT will re-clarify their roles and prepare an action plan to be in place at the beginning of Term1 2012, to be reviewed and revised each term.</li> <li>Deans and House Leaders will take a role in the development of the Pastoral Care skills of Home Group teachers and Subject Teachers, supported by HODs.</li> </ul> <p><u>Performance management</u></p> <p>Home group and subject teachers will be reminded that keeping accurate records of student attendance is part of their performance review.</p> <ul style="list-style-type: none"> <li>House Leaders, assisted by Yr 9-10 Deans will visit all home groups to check that home group teachers are meeting expectations of their role, including their responsibility for closely monitoring attendance.</li> <li>The performance review of House Leaders, Deans and Senior Managers will include their responsibilities with regard to attendance.</li> </ul> <p><u>MOE systems :</u></p> <ul style="list-style-type: none"> <li>The school will participate in MOE attendance audits, meeting all prior requirements and addressing any follow-up issues with urgency.</li> </ul>	<p>Student records, PI</p> <p>PI, House Leaders, Deans, H Gptchrs, Youth workers, Student Records</p> <p>Sm, PI, Bd, PCT</p> <p>Sa, PI, Bd, House Leaders</p> <p>PI, Student Records, PCT, H Gp tchrs</p>

<p><b>PRIORITY 3</b>  <b>ENHANCING TEACHING : Building staff capacity to enhance lifelong learning and implement the key competencies</b></p> <p>a) <b>To support all teachers to achieve the standards set in the Waitakere College Effective Teacher Profile.</b></p>		
<p><b>Consolidating the Effective Teacher Model</b></p> <p>a) Consolidate and enrich the Waitakere College Effective Teacher Profile (ETP) in order to develop a rich culture of best practice pedagogy which reflects the NZ Curriculum and the Registered Teacher Criteria.</p> <p>b) All teachers will be made aware that they are expected to strive towards achieving the standards set out in the ETP.</p> <p>c) Continue to explore the implications of the new Registered Teacher Criteria (RTC) ,Ka Hikitia and Pasifika Education Plan (PEP) targets for the ETP and for school culture, in order to foreground the need for Maori to achieve success as Maori and for culturally responsive teaching practices.</p> <p><b>Professional development</b></p> <p>d) The professional learning plan for 2012 will build on the work of 2010-11 in creating a coherent overview of professional development which enables teachers to implement the ETP, develop students as lifelong learners and fulfil their responsibilities such as curriculum leadership.</p> <p>e) A weekly professional development cycle for all teachers will continue on Wednesday mornings, supplemented by Teacher Only Days.</p> <p>f) Te Kotahitanga will continue as a major component of the professional learning plan.</p> <p><b>Performance review</b></p> <p>g) The performance review system will encourage teachers to reflect on their practice and inquire into their impact on student achievement in relation to the effective teacher profile and the school's strategic plan; it will also enable teachers to gather evidence for the Registered Teacher Criteria.</p>	<ul style="list-style-type: none"> <li>The revised ETP profile, which has been aligned with the Registered Teacher Criteria (RTC) will continue to inform the professional learning cycle and underpin the performance review process. The goal is to develop a rich culture of best practice which foregrounds the need for Maori to achieve success as Maori and for culturally responsive teaching ; this will be done in consultation with staff in order to build greater ownership; it will inform the professional learning programme and underpin the performance review process.</li> <li>The Effective Teacher Profile will be published in the staff handbook and be part of new staff appointment and induction procedures.</li> </ul> <p>The professional learning plan for each term will be led by the Leader of Professional Learning and developed in consultation with the Professional Learning Team (PLT) with staff input.</p> <ul style="list-style-type: none"> <li>Most teachers will take part in the Te Kotahitanga process of professional development which provides ongoing coaching to improve classroom practice; this is an expectation for new staff.</li> <li>The performance review process will be in place from term 1, consolidating changes made in 2011 which link it more closely with the Professional Learning Programme and the Registered Teacher Criteria; processes will be monitored and the annual cycle will be completed for each teacher.</li> <li>This process will be led by Sa in consultation with the PLT and staff.</li> </ul>	<p>Sa, RTC</p> <p>Sa</p> <p>Cv, PLT</p> <p>Sm, Vn, Cm</p> <p>Sa, Sm</p>

<p><b>PRIORITY 3 ENHANCING TEACHING: Building staff capacity to enhance lifelong learning and implement the key competencies</b>  <b>b) To continue the important support provided by the Te Kotahitanga project in working towards these goals.</b></p>		
<p>a) A new intake of teachers (teina) will receive intensive professional development during 2012 to improve their classroom practice through the Te Kotahitanga programme in addition to the remaining group who have already participated in the programme and who will be involved as higher level learners (tuakana) or members of the support team.</p> <p>Note: This is the second year without external funding from the Ministry of Education for this project. Te Kotahitanga is now funded by the Board of Trustees in recognition of its important contribution to the professional learning of teachers to enable them to enhance the educational success of Maori.</p>	<ul style="list-style-type: none"> <li>A 2 day professional development wananga will be held for all staff involved during the first week of 2012.</li> <li>Each term the programme will include: classroom observation of all teina and tuakana, individual feedback, a shared planning session (co-construction hui) and shadow coaching.</li> <li>The Te Kotahitanga Facilitators will continue to participate in the external professional development provided by the University of Waikato.</li> </ul>	<p>Vn, Cm Sa, Sm, Te K staff &amp; support team</p>
<p>b) Data will be gathered, analysed and reflected on to show what is happening with regard to Maori attendance, engagement, retention and achievement ( as outlined in sections above).</p>	<ul style="list-style-type: none"> <li>The school will gather its own data about Maori student achievement.(See Priority 1d above). This will be reflected on within the school as we evaluate the impact of Te Kotahitanga and make plans for the future.</li> </ul>	<p>Sa, Ct, Sm, Exec</p>
<p>c) Te Kotahitanga Facilitators will be members of the Professional Learning Team and will contribute their insights to the development of culturally responsive teaching approaches in order to enable teachers to meet the Registered Teacher Criteria.</p>	<ul style="list-style-type: none"> <li>The Professional Learning programme will include a focus on culturally responsive teaching practices.</li> </ul>	<p>Sa, PLT Cv, Vn, Cm, PLT</p>
<p><b>PRIORITY 3 ENHANCING TEACHING: Building staff capacity to enhance lifelong learning and implement the key competencies</b>  <b>c) To consolidate and further develop the explicit teaching of thinking and learning skills throughout the school.</b></p>		
<p><b>Towards a thinking school</b>  This work has been under way since 2006. It is linked with improving provisions for gifted and talented students and pushing for higher academic achievement.  However, <b>all students</b> need these skills to function effectively in the modern world – one of the key competencies of the NZ Curriculum.</p> <p>The focus in 2012 is on:  <b>Professional Learning</b></p> <p>a) Further expanding staff awareness of thinking strategies  b) Linking this with the development of e-learning strategies to promote higher order thinking skills, particularly in the Shine programme.</p> <p><b>Explicit teaching of thinking skills</b></p> <p>c) Reinforcing the explicit teaching of thinking skills in Years 9-10  d) Ensuring thinking skills are included in junior units of work.  e) Reinforcing the importance of literacy and thinking skills for gaining merit and excellence in NCEA</p> <p><b>Performance review</b></p> <p>h) Consolidating the use of thinking skills within classroom observation for performance review</p>	<ul style="list-style-type: none"> <li>The Professional Learning programme will include a renewed focus on the explicit teaching of thinking skills and allow opportunities for the sharing of best practice in contextual groups and/or Roopu Akonga.</li> <li>E-learning will be part of the Professional Learning programme and the focus of a Teacher Only Day in March.</li> <li>Shine teachers and students will explore e-learning via tablet computers in collaborative contexts</li> <li>A Thinking Week will be held by mid Term 2 to highlight the importance of the explicit teaching of thinking skills.</li> <li>Junior units of work from each Department must include relevant thinking strategies.</li> <li>Evidence of the use of thinking skills and strategies is part of the classroom observation form for teacher performance review.</li> </ul>	<p>Sa, Cv, PLT</p> <p>Sa, Sm, Performance reviewers</p>

<p><b>PRIORITY 3</b>  <b>ENHANCING TEACHING: Building staff capacity to enhance lifelong learning and implement the key competencies</b>  <i>d) To continue review of all curriculum areas so that schemes, programmes and units of work enable us to implement the new curriculum and NCEA Standards Review.</i></p>		
<p><b>Consolidating the model for curriculum area review</b>  a) Annual review of each curriculum area in relation to the school's strategic goals.</p> <p><b>Implementing the NCEA Standards Review</b>  b) In 2012 Departments will be bedding in changes to NCEA Level 1 and implementing changes to Level 2 planned in 2012 as a result of the NCEA Standards review and in response to analysis of 2011 achievement.  c) Level 3 programmes will be reviewed and revised during 2012 in the light of the NCEA Standards Review. This will be done in time to inform course design and information to students and parents for 2011.  d) Programmes and course advice will also be reviewed in the light of changes to University Entrance requirements for 2014.</p>	<ul style="list-style-type: none"> <li>• Teachers are supplied with template for reflecting on their own students' NCEA achievement and supply analysis to their Curriculum Leader ( Internal end of Term 4/ External start of Term 1)</li> <li>• By the end of term 4 of the previous year Curriculum Leaders are supplied with the model and time-frame for their curriculum area review</li> <li>• During term 1 each Curriculum Leader will have a meeting with the Principal and their performance reviewer/line manager to discuss the review and refine goals for 2012.</li> <li>• During term 4 the review cycle will begin again, with an evaluation of 2012 achievement as known at that stage.</li> </ul> <ul style="list-style-type: none"> <li>• Department meetings will be scheduled on a fortnightly basis to ensure time for teachers to collaborate on implementing the new Level 1 standards and consideration will be given to this within the planning of the Professional Learning Programme.</li> <li>• The Principal's Nominee and senior staff will attend NZQA information meetings.</li> <li>• Implications for courses in 2013 will be explored as information becomes available, with use of the two Teacher Only NCEA Days and professional learning time during Terms 2 and 3 to enable courses to be redesigned where necessary.</li> <li>• Decisions on course changes for 2013 will be made in time for students and parents to make informed choices.</li> <li>• Teachers and HODs will be encouraged and funded to attend NZQA best practice moderation workshops.</li> </ul>	<p>Ct, Sm, Sa, Curriculum Leaders</p> <p>Ct, Sm, Sa, Cv, PLT, Curriculum Ldrs</p> <p>Ct, Curriculum Ctee</p>
<p><b>PRIORITY 3</b>  <b>ENHANCING TEACHING: Building staff capacity to enhance lifelong learning and implement the key competencies</b>  <i>e) To build staff capacity to use emerging technologies to support 21<sup>st</sup> century learning goals</i></p>		
<p>This goal recognises the potential advantages of using new technologies to enhance learning. It is recognised that digital learning is not an end in itself but must be used with appropriate pedagogy in a way which supports the goals of helping students to become thinkers and lifelong learners.</p> <p><b>Implementing the new Learning Management System: Moodle</b>  a) The plan for the second year of Moodle implementation will be developed by the E Learning Facilitator in consultation with the E-learning team.  b) The professional development components of this plan will be developed by the E-learning Facilitator in consultation with the PLT, with some time allocated within the professional learning programme each term for Moodle.</p> <p><b>Exploring the use of tablets and other devices as tools for e-learning</b>  a) Teachers and students within the Shine programme will explore the use of tablet computers to develop higher order thinking skills in collaborative contexts.</p>	<ul style="list-style-type: none"> <li>• The plan will be in place by Week 4 of Term 1.</li> <li>• The overall Professional Learning Plan will be in place by Week 2, with e-learning details refined once the Moodle plan is ready.</li> </ul> <ul style="list-style-type: none"> <li>• E-learning will be part of the Professional Learning programme and the focus of a Teacher Only Day in March.</li> <li>• Shine teachers and students will explore e-learning via tablet computers in collaborative contexts</li> <li>• This process will be jointly guided by the E-learning Facilitator and the Shine Coordinator in consultation with the Shine teachers.</li> </ul>	

**PRIORITY 4**

**CONNECTING WITH COMMUNITY IN ORDER TO ENHANCE ACHIEVEMENT**

*a) To enhance dialogue with parents and whanau focused on student achievement.*

**Contact with Parents in general**

a) The school will strive to build partnerships with parents by providing ongoing opportunities for contact.

b) Contact with parents about individual students

**Contact with special groups**

a) The school will continue to explore new ways of building a partnership with students' families.

This will include ways to involve parents from particular groups will continue, including:

- Maori
- Pasifika
- Refugees
- Enrichment
- Inclusion Support Centre

**Celebrations of achievement**

**Contact with families of Year 8 students**

- There will be a planned programme of events to involve parents, including:
    - Year 9 Parents' Welcome evening
    - Family:School conferences
    - Parents' evenings
    - Careers evenings
    - Option evenings
  - Junior reports will provide weekly feedback for parents
  - Parents will be contacted in the first two days about attendance concerns
  - Parents will be contacted early by relevant staff about concerns.
  - In consultation with Komiti Maori and Komiti Pasifika, opportunities to make whanau and aiga feel welcome will be created within a range of school events such as Year 9 welcome BBQ; parent-student-teacher conferences; special celebrations of achievement.
  - Refugee dinner, special Careers events for refugee families
  - Shine enrichment celebration evening
  - Involvement of parents in IEPs
  - NCEA Achievers' Assemblies
  - Junior and senior prizegivings
  - Sports awards
  - Arts and Cultural Awards
  - Waipuna celebration
  - Pasifika celebration
  - Shine enrichment celebration
  - Gateway celebration
  - Services Academy passing out parade
  - Open evening
  - Friendly, efficient enrolment procedures
- Contacts through contributing schools

**PRIORITY 4**

**CONNECTING WITH COMMUNITY IN ORDER TO ENHANCE ACHIEVEMENT**

*b) To develop closer relationships with contributing schools in order to create a successful transition into Year 9.*

**Links with contributing schools**

a) a programme to strengthen communications with our contributing schools

**Feedback**

b) evidence gathered through parent and student surveys that Year 9 students have made a successful transition into secondary school

**Evidence of satisfaction**

c) evidence that most 2012 Year 9 students are retained into Year 10 and beyond and that parents are choosing to send their Year 9 students here for 2013.

A planned programme of contributing school contacts for 2012, to include:

- Visits by Culture groups
- Visits to the school show
- Visits by other performers including Talent Quest winners
- Year 8 Arts Day; Year 8 Science Day
- Year 8 Henderson Taster Day
- Visits to and from staff of key contributing schools.
  
- Opportunities to gather data from parents are taken throughout year at occasions such as parent evenings, Open Evening, some sporting and cultural events.
  
- Year 9 & 10 enrolments are at GMFS or above.

Sm, Exec

<b>PRIORITY 4</b> <b>CONNECTING WITH COMMUNITY IN ORDER TO ENHANCE ACHIEVEMENT</b> <i>c) To maintain and enhance links with industry and tertiary providers in order to provide successful future pathways for students.</i>		
<p><b>Continue and enhance Careers programmes</b> Offer a coherent programme of Careers information and planning to ensure students are guided to make wise option choices allowing them access to many future pathways.</p> <p><b>Continue and enhance Gateway and other transition programmes</b> Build on the success of Gateway and other transition programmes as important pathways for many of our students.</p> <p>Consolidate Academy programme for selected group of Year 14 students</p> <p>Consolidate Services Academy.</p> <p><b>Links with providers</b> Maintain and enhance links with tertiary providers such as Unitec, AUT, Universities of Auckland and Massey</p> <p><b>Goal-setting, monitoring and mentoring</b> Enhance individual goal-setting and mentoring so that students are guided into successful pathways.</p> <p><b>Raise staff awareness</b> Keep staff well informed of what we offer, including the benefits to students and school of improved links with industry and tertiary providers.</p>	<ul style="list-style-type: none"> <li>• Careers and transition departments continue and enhance their plans and programmes.</li> <li>• An in-school expo is held in term 2, with other subject specific Careers events</li> <li>• A Careers/Options/Futures week is held in term 3</li> <li>• Careers activities for refugee students are held 3 times in the year.</li> </ul> <ul style="list-style-type: none"> <li>• The Gateway programme, Transition Retail will again be offered in 2012, maintaining the current number of placements.</li> <li>• A small group of Year 14 students are invited to join Academy programme designed to help them gain necessary NCEA credits and transition effectively towards career goals.</li> <li>• A small group of students is selected for the Services Academy and the programme is in place by mid Term 1.</li> <li>• A program of review and planning will be established for the Services academy taking into account suggestions from the ERO visit.</li> <li>• In 2012, the college will explore the viability of establishing and engineering Trades Academy.</li> </ul> <ul style="list-style-type: none"> <li>• Careers staff will maintain and enhance links with tertiary providers and provide many opportunities for students to visit the sites and meet the liaison officers.</li> <li>• The Business Manager and Principal will maintain and enhance links with other agencies such as Waitakere Trusts, local industry and Auckland City Council as the sources of scholarships and other valuable forms of support for students in accessing future pathways.</li> </ul> <ul style="list-style-type: none"> <li>• Use data to inform the process of goal setting, monitoring and mentoring for all Year 11, 12 and 13 students; involving home group teachers in goal setting and mentoring and supported by family: school conferences.</li> <li>• Target groups of students are seen by Careers staff for mentoring as part of the overall Careers plan.</li> <li>• Training for home group teachers and information for all staff about what the school offers, future pathways and the academic requirements for various pathways will be included in the professional learning programme.</li> </ul>	<p>Ct, Wi, Wj, Cr</p>

**OPERATIONAL MATTERS** In addition to the strategic focus for 2012, the Board continues to plan for the following goals:

<p><b>APPROPRIATE CURRICULUM AND LEARNING RESOURCES</b>  <i>In terms of curriculum this means effectively delivering a wide ranging curriculum which offers appropriate courses for every student, with learning resources which will enable teachers to meet the needs of our students, within available resources. Budgets for both day to day and capital expenditure need to support the need for appropriate and modern learning resources.</i>  <b>Note strategic goals have incorporated implementing new NZ curriculum.</b></p>		
<p><b>Appropriate Curriculum and Learning Resources</b></p> <ul style="list-style-type: none"> <li>On-going Curriculum review to ensure that the whole curriculum structure offers a wide variety of courses to provide opportunities for all students.</li> <li>Evidence that programmes take account of the special needs of identified groups, including: Maori, Pacific Island, ESOL, students needing Learning support, gifted and talented, physically disabled, refugees.</li> <li>A coherent programme of careers information and planning.</li> </ul> <p><i>See Strategic goals for Monitoring individual progress and Improved literacy and numeracy</i></p>	<ul style="list-style-type: none"> <li>New model for annual review of each Curriculum Area is refined in its third year of operation.</li> <li>Three year cycle for departmental reviews and reports to BOT is in place.</li> <li>New course proposals must be identified and presented to the Curriculum Committee by late in term 1.</li> <li>Careers and transition departments continue and enhance their plan to ensure all students receive careers education and are assisted at key transition points with career planning and course advice. <i>(See Priority 4c above)</i></li> </ul>	<p>Ct Ct, Sa, Sm Ct, Ey, CurrCtee Ct,  Ct, Wi, Wj</p>
<p><b>ONGOING NCEA MONITORING AND IMPROVEMENT</b>  <i>An ongoing goal is to ensure the quality of all processes concerning the NCEA and the continued development of teaching, assessment and reporting practices which support this initiative.</i>  <b>Note the strategic goals of improving NCEA results and preparing for outcomes of Standards Review .</b></p>		
<p><b>NCEA Implementation</b></p> <ul style="list-style-type: none"> <li>Levels 1 to 3 NCEA – the Administrative system continues to be refined and Departments are expected to analyse and report on NCEA results and use this to design 2011 targets and where necessary to modify programmes as well as to inform teaching and learning.</li> <li>NCEA Scholarship – high-achieving students at Year 13 are encouraged to take up this challenge and Departments offer additional support and tutoring for Scholarship candidates.</li> <li>Refine whole school analysis of NCEA results in order to draw useful conclusions to inform future planning.</li> </ul> <p><i>See Strategic goals for Literacy and numeracy and Defining and Assessing Student Achievement</i></p>	<ul style="list-style-type: none"> <li>NCEA assessment procedures are reviewed, published in the staff manual and staff reminded of the need to follow procedures.</li> <li>Departments analyse NCEA subject results and use this to inform future planning.</li> <li>Staff are encouraged and funded to attend NZQA best practice workshops.</li> <li>Whole school analysis of results is reported to staff and BOT in relation to targets and staff are involved in setting Department targets for 2012 and beyond. <i>This is done in the context of the school's strategic goals for improving NCEA results.</i></li> </ul>	<p>Ct, Cv, Depts</p>
<p><b>DEFINING AND ASSESSING STUDENT ACHIEVEMENT</b>  <i>To gather data and report achievement to show the impact of the school on student achievement.</i></p>		
<ul style="list-style-type: none"> <li>Application of AsTTle – that the AsTTle results are reported to teachers and parents in a useful way.</li> <li><i>See strategic goals for literacy and numeracy.</i></li> <li>NCEA data is analysed and used to inform future planning as indicated above.</li> <li>Data analysis includes gender and ethnic break-downs and investigates the achievement of particular groups at risk.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers receive information to help them access and understand AsTTle data</li> <li>Introductory reports summarise initial AsTTle information for Year 9 students with a covering letter and invitation to the Parent: Student: Teacher conference; progress in AsTTle retesting is reported in end of year reports.</li> <li>Initial subject information plus gender and ethnic break-downs are supplied to subject departments</li> <li>Departments analyse subject results and use to inform future planning. This forms part of annual Curriculum Area Reviews.</li> <li>Senior Managers analyse whole school data and work with staff to develop plans for moving towards the targets for improving NCEA achievement levels.</li> </ul>	<p>By, Co, Sa Ct</p>

## BUILDING A PROFESSIONAL TEAM

*It is important to work on the building of a strong and relatively stable professional team of teachers and support staff. This includes: the supportive induction of new staff, training and upskilling of middle managers, expanding the momentum of the Te Kotahitanga model of professional development and sharpening the effectiveness of the performance management system in the context of the school's strategic goals, the NZ Curriculum and the Registered Teacher Criteria.*

### Building a Professional Team

<ul style="list-style-type: none"> <li>Maintaining and improving our current induction and support procedures for new staff, including introduction to the school, culture and goals as well as more practical matters</li> <li>Working with the Professional Learning team to bring together different strands of professional learning within the school.</li> <li>Developing a strategic plan for professional support in order to access relevant MOE funded Professional learning support under the new funding model for 2012.</li> <li>Implementing Te Kotahitanga professional development</li> <li>Offering professional learning on culturally responsive teaching approaches.</li> <li>Support for implementing Field Maori Performing Arts</li> <li>Continuing professional development around literacy and numeracy, including writing.</li> <li>Extending professional development around thinking skills, differentiation and extension.</li> <li>Ongoing access to subject expertise to support effective implementation of the NCEA Standards review process ( Note- external expertise dependent to a large extent on MOE funding decisions)</li> </ul> <p>ICTPD</p> <ul style="list-style-type: none"> <li>Implementing professional development in the effective use of the Learning Management System (LMS) Moodle</li> <li>Supporting Shine teachers to explore the use of e-learning to develop higher order thinking skills.</li> </ul> <p>Mentoring Beginning Teachers</p> <ul style="list-style-type: none"> <li>Continuing to scrutinise and develop the provisionally registered teacher induction programme to better meet national requirements</li> <li>Strengthening professional learning and support for mentor teachers.</li> </ul> <p>Registered Teacher Criteria</p> <ul style="list-style-type: none"> <li>Continuing to enrich staff understanding and skills for implementing the new Registered Teacher Criteria.</li> <li>Monitoring the Performance Management process to ensure: <ul style="list-style-type: none"> <li>a strong focus on effective teaching and learning and management practices which support this</li> <li>coherence with the Registered Teacher Criteria.</li> </ul> </li> <li>Continuing and where possible enhancing good employer practices.</li> </ul>	<ul style="list-style-type: none"> <li>Extended induction programme occurs for all new staff, including opportunities for them to give feedback so as to improve future processes.</li> <li>The PLT includes staff with relevant roles e.g.Te K, Literacy/ Numeracy, Specialist Classroom teacher, Gifted/Talented and E-Learning Coordinators and has involvement in planning and delivering a coherent programme of professional development based on the NZ Curriculum and supporting the school's strategic intent.</li> <li><i>Priority 3b Enhancing Teaching (Te Kotahitanga)</i></li> <li><i>Priority 3a Enhancing Teaching (ETP)</i></li> <li><i>Priority 1d Promoting achievement of Maori students</i></li> <li><i>Priority 1a Literacy and Numeracy</i></li> <li><i>Priority 1c Gifted and Talented &amp; Priority 3c Thinking Skills</i></li> <li><i>Priority 3e Enhancing Teaching (E-learning, Moodle)</i></li> <li><i>Priority 1b NCEA achievement &amp; Priority 3d Implementing NCEA Standards Review</i></li> <li><i>Covered in Priority 1c Gifted and Talented ; Priority 3c Thinking Skills; Priority 3e Enhancing Teaching</i></li> <li>SCT continues programme of induction and support for Year 1 teachers</li> <li>All PRTs and mentors are given guidance and oversight to ensure a record is kept of the mentoring and induction programme.</li> <li>The programme of support, oversight and professional learning for mentor teachers is refined and enhanced.</li> <li>Refine processes developed in 2011 for aligning induction, professional learning and performance review with registration evidence gathering processes for all staff.</li> <li>Performance review cycle documentation and processes remain under review in order to ensure that they are consistent with the revised Waitakere College Effective Teacher Profile (ETP) and the Registered Teacher Criteria.</li> <li>Personnel policies are current and compliant with legislative requirements and good employer practices are adhered to; staff feedback is sought, reflected on and where possible acted on by senior management.</li> </ul>	<p>Sa, Mj, SCT</p> <p>Cv, Sa, PLT</p> <p>Vn, Cm, Sa Cv, PLT, Vn, Cm, Sa Ct, Sa By, Co, Sa, PLT Cv, Wk, PLT Cv, Wk Sa, Ct</p> <p>Ey, Wk, E-Learning Team (ELT)</p> <p>Sa, Ba, Mentor teachers Sa</p> <p>Sa</p> <p>Sm, Sa, Mj. BOT</p>
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**INFRASTRUCTURAL GOALS TO SUPPORT THE OVER-ARCHING GOALS**

**MANAGING THE ENROLMENT SCHEME**

*The goal is to ensure that the roll stabilises at an optimum level in order to achieve stability in staffing and enable Board, Principal and staff to plan how to lift student achievement through best practice supported by effective management of people, resources and property.*

**Managing the Enrolment Scheme**

- Successful administration of enrolment scheme.
- Analysing likely roll trends over the next 5 years, managing staffing and property and working with the Ministry of Education to ensure that we have the facilities necessary to cope with possible future roll growth
- Positive and well focused marketing and recruitment

- Update the enrolment scheme street list, inform public early of zone boundary and enrolment procedure
- Manage staffing in order to minimise any impact of roll fluctuations.
- Continue to refocus key messages
- Continue to review and enhance publicity, prospectus, web-site and enrolment procedures
- Enhance programme of contributing school contacts

Sm, BOT, Ct,  
Linda Kerr  
Sm  
  
Sm, Sa, Mj, Ct,  
Exec

**PROPERTY MANAGEMENT**

*It will be important to implement the next phases of the 5 year property plan and the 10 year cyclical maintenance plans to ensure an enhanced learning environment.*

**Property Management**

- **Finalising Year 5(2010-2011) of 5 Year Property Agreement and on approval from MOE, implementing Year 1 of next 5 Year Plan (2011-16) keeping it under constant review.**
- Implementing 10 year cyclical maintenance plan
- Commencing Year 1 of 5 Year Plan (2011-2016)
- Working with Project Manager to proceed on multi-purpose playing field project, security audit work, front of school and special needs property modification project
- Continuing to improve road safety at front of school
- Continuing to improve the facilities for students and staff, especially seating and shade
- Working with the Student Environment Committee to plan and implement improvements to the school environment.

- Regularly liaising with BOT Property Committee about Property and Ground matters and specifically in reviewing the 5YA
- 10 Yr cyclical maintenance plan 2006 –2016 in place
- Planning for 2011-2017
- Continue working with Waitakere Council, road safety agencies and schools in the vicinity to examine ways to improve Rathgar and Swanson Rds safety for students.
- Working with the Groundsman to implement on the annual grounds plan
- Actively working with the environmental committee to implement their ideas
- Seeking ways to enhance the environment – ie, working with the Probation Service re use of weekend workers, seeking external funds/grants

Mj,BOTPropertyC  
tee  
  
As above  
  
Mj, Exec, BOT  
property Ctee  
As above, plus  
consultation  
group  
  
Mj  
  
Mj  
  
Mj, Groundsman  
Mj, Student  
Council,staff  
Mj,Hsn  
Police/Probation  
Service

**VISION, STRATEGIC PLAN AND POLICY REVIEW**

*The vision, strategic plan and annual plan are clearly articulated, understood within the school community and reported on.  
Board policies are kept under ongoing review and regularly updated; both for compliance and to ensure that policies and practice reflect overall school goals.*

**Vision, Strategic Plan and Policy Review**

- Staff are well informed about the vision, strategic plan and annual plan through the staff manual and staff meetings.
- Students and parents are consulted and informed about the vision and strategic plan through the newsletter.
- There is evidence that the school is taking steps to implement the strategic plan
- There is evidence of the cycles for policy revision and review of subject departments.
- The annual analysis of variance on 2011 is presented on time and in a useful form.
- Data is gathered to meet Ministry requirements for annual reporting on 2012.

- The updated strategic plan is published along with steps to implement it.
  - Newsletter and other school publications reflect and report on strategic plan
  - Principal reflects strategic plan in public statements
  - Professional learning programme supports staff in meeting the school's strategic intent.
  - Tasks and measures in published plan are adhered to as much as possible.
  - The policy review process is clearly evident through BOT minutes and the publication of updated policies
  - Curriculum Departments are reviewed annually, there is a 3 year cycle of Department meetings with BOT and special reviews are conducted of curriculum areas undergoing particular changes or challenges.
- 2011 Annual Report (Analysis of variance) is considered by BOT and reported to Ministry of Education by the dead-line.

Sa, Sm, Exec

Sa

Sm, BOT, Exec

Ct, HODs

Sa, Sm, Exec

<b>COMMUNITY CONSULTATION</b> <i>In order to make Achievement for all a reality it is necessary to find ways of engaging the school and parent community with the school in positive and meaningful ways.</i>		
<b>Community Consultation</b> <ul style="list-style-type: none"> <li>• Consultations of parents and the school community occur as appropriate.</li> <li>• The school explores creative and culturally appropriate ways of engaging parents and the community.</li> </ul>	<ul style="list-style-type: none"> <li>• BOT Community Consultation Ctee meets regularly.</li> <li>• BOT Community Consultation Ctee sets up appropriate forums to consult parent and student groups.</li> <li>• BOT uses feedback from consultations to help inform future planning.</li> </ul>	BOT, Mj, Sm
<b>INTERNATIONAL DEPARTMENT</b> <i>It will be necessary to analyse trends in order to manage international student enrolment.</i>		
<b>International Department</b> <ul style="list-style-type: none"> <li>• Review 3-5 year strategic plan for the International department, aiming to increase numbers to 15-25 students.</li> <li>• Closely monitor enrolments and if necessary modify budgets to take account of roll fluctuations.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated marketing plan is in place.</li> <li>• Board is kept informed about student numbers and budget remains under ongoing review.</li> </ul>	Sm, Pl, Frances, BOT
<b>INFRASTRUCTURE</b> <i>Continue co-ordinated approach to ICT planning and budgeting</i>		
<b>Infrastructure</b> <ul style="list-style-type: none"> <li>• Continue to seek ways to improve network management and reprographic system management.</li> <li>• Further develop use of 'Cash Free' Monitor system</li> <li>• Manage implementation of Teacher Lap-tops used for attendance and to support learning</li> <li>• Implementing second year of Learning Management System Moodle. <i>(See Priority 3e above.)</i></li> <li>• Consult and gather data for further improvements in time for 2013 budget preparation round.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue working with Telco (Passion IT), Monitor and Sharp for smooth operation of reprographics and ICT equipment</li> <li>• Work closely with Monitor and Sharp to further develop the use of cost recovery for student photocopying and payment of fees</li> <li>• Professional development and support for teacher use of lap-tops is available and ongoing.</li> <li>• Moodle implementation plan for Year 2 is developed and put into place.</li> <li>• All staff given opportunity to contribute to review of needs for 2012</li> <li>• Network, and telecommunications plans reviewed to incorporate future needs.</li> <li>• Review is completed by end of term 3 and fed into budget process.</li> </ul>	Mj  Sm, Sa, Ct, Ey, ICT Ctee, Telco/Passion IT  Sm, Sa, Ct, Mj, Telco/Passion IT

**FINANCIAL MANAGEMENT**

There is evidence that Board, Principal and executive team have succeeded in bringing the initial budget deficit as close as possible to a zero deficit budget; and that prudent financial management enables the school to maximise income and minimise expenditure.

**Financial Management**

- A budget is approved for 2012 and refined throughout the year in order to ensure that the initial budget deficit is reduced as close as possible to zero.
- Finances are managed in such a way as to make further improvements in the school's financial situation throughout the year and hold expenditure wherever possible in order to achieve an outcome better than the approved budget.
- Trends during 2012 are closely monitored in order to enable any necessary reviews to take place ahead of the 2013 budget.

- Approved budget is in place from the end of 2011.
- Budget is examined and refined in light of final figures for 2011 and later developments e.g. 1 March roll figures.
- Audited accounts for 2012 show an operational result as close as possible to zero.
- Executive team reports to the BOT Finance Sub-Committee by the August meeting on reviews which may need to take place before the setting of the 2013 budget.

Executive staff,  
BOT